DOCUMENT RESUME

ED 030 153 08 CG 004 078

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A Training Program for Vocational Counselors. Final Report.

Colorado State Univ., Ft. Collins.
Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No-BR-5-0054
Pub Date 1 Feb 66
Grant-OEG-5-85-093
Note-24p.
EDRS Price MF-$0.25 HC-$1.30
Descriptors-Community Resources, Educational Programs, Federal Aid, *Inservice Programs, *Secondary School Counselors, *Vocational Counseling, *Vocational Education

Secondary school counselors (30) took part in a training program which emphasized vocational counseling techniques and philosophy which were applicable to their local communities. Information on the content and implications of federal acts for vocational training was presented. The program also included visiting community resources and counseling interview sessions. Program evaluation included follow up visits to the counselors to determine community program development. The staff and trainees agreed that such a program was needed by all counselors to encourage vocational counseling and the development of vocational education programs. (NS)

ED030153

~~Project~~ No.
5-0054
PA-08
OE-BR

FINAL REPORT

TITLE: A TRAINING PROGRAM FOR VOCATIONAL COUNSELORS

AUTHOR: Donald L. Frick

Vocational & Technical Education Grant
Number OE-5-85-093; Vocational Education
Act of 1963, Section 4 (c)

PROJECT DIRECTOR: Gordon G. McMahon; Donald L. Frick
Co-directors.

GRANTEE: Colorado State University
Fort Collins, Colorado

The Project Reported Herein was
Supported by a Grant from the U.S.
Department of Health, Education,
and Welfare, Office of Education.

DATE OF REPORT: February 1, 1966

CG004078

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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ABSTRACT

Project: "A Training Program for Vocational Counselors"

Conducted by Colorado State University, Fort Collins, Colorado, June 21, 1965 through July 16, 1965, under Contract with Office of Education, Grant No. OE-5-85-093.

Purpose: The purpose of this training program was to:

(a) Develop in each trainee the ability to make practical application of vocational counseling techniques in his local community;

(b) Inform trainees of the existing possibilities and of the new areas of training offered by the Vocational Education Act of 1963, the Economic Opportunity Act, the Revised Manpower Development and Training Act and other federal acts dealing with vocational training of youth and adults.

(c) Provide the trainees with a knowledge of the basic vocational philosophy and with the information they need to provide intelligent vocational counseling for individuals at various levels of educational attainment.

Procedure: Thirty counselors who work with secondary school age youth were selected on the basis of their need for such training to strengthen their background of preparation and on the basis of the need for more vocational counseling emphasis in the communities they represent. Major emphasis of the program centered around content instruction of vocational education, philosophy and training programs. Presentations were given on the content and implications of the Vocational Education Act of 1963; Economic Opportunity Act; and the Revised Manpower Development and Training Act. These were supplemented by visitations to training programs and presentations by resource persons from business and industry, labor unions, apprenticeship programs and community agencies carrying on such training programs. A large portion of the program was devoted to counseling interview sessions in which the trainees had face-to-face counseling sessions with youths and adults faced with vocational selection and training problems. Seminar sessions were held in which the trainees integrated their counseling experiences with the content instruction and visitations made to community agencies. The culminating activity was an individual planned project to implement a community action approach to meet the vocational education needs of youth in the trainee's school community.

Results: A preliminary follow-up study was conducted during December and January following the training program. This was accomplished through personal visitations to the trainee's school community by the training program director and staff members from the Vocational Education Department of Colorado State University. The purpose of this follow-up was to obtain the trainee's reaction to the overall training program and its value to them in implementing more effective vocational counseling practices, and to determine the extent of program implementation of the planned project. Further follow-up will be carried out later to ascertain further community program development as it pertains to establishing, revising or augmenting vocational education and vocational counseling programs.

Conclusions: On the basis of the evaluations made by the instructional staff, trainees, and evidences of community action, the following conclusions were made regarding the training program:

1. These counselors became greatly aware of their lack of background knowledge and understanding of the world of work factors; vocational education philosophy; and the opportunities available to youths for vocational education and training.

2. These counselors also expressed unanimous concern for the lack of adequate vocational counseling emphasis afforded youths of their communities and the lack of adequate vocational training programs in their communities to meet the needs of these youths.

3. There was definite evidence to support the conclusion that communities that do become aware of the vocational education needs of their youths are able to find means of implementing programs to meet these needs.

4. There was unanimous agreement among the trainees that school administrators need to be made aware of the basic factors concerning vocational education program possibilities as they exist under recent federal acts; and that administrators need to be brought into such training programs in order to enhance the plans for program development.

5. It was further concluded by both staff and trainees that such training needs to be carried to all secondary school counselors in order that they may obtain the necessary background for carrying out more realistic counseling and guidance practices in their respective schools.

ABSTRACT

INTRODUCTION

This report is concerned with the Training Program for Vocational Counselors conducted by the State Board for Vocational Education of Colorado and by Colorado State University during the summer of 1965. This program was conducted under a grant and contract with the Department of Health, Education, and Welfare, Office of Education. It was the first such training program conducted by these agencies in Colorado in the attempt to bring about a higher degree of understanding and coordination between the efforts of school counselors and vocational education personnel. The report contained herein is a summarization of the plan of operation which was followed and the results as evaluated in a preliminary way.

1. NEED

Since the early 1960's there has been an increasing awareness and concern for the need for study of the function of education beyond high school in Colorado and bordering states. This may be illustrated by the fact that beginning in 1961 the Colorado State Legislature recommendation for better defining the functions of education beginning with the secondary school and carrying beyond this level. One of the main issues of this group was the vocational education aspect and the supporting school services which assist students in vocational goal formation and training. This was further evidenced by their recommendation which stressed the need for more vocational education beginning in the secondary schools and carrying on through 2-year post high school education with vocational education emphasis. As a result of this current emphasis on the need for education beyond high school, the position of the school counselor has become increasingly important. Counselors in the rocky mountain region particularly voice concern over the fact that much of their efforts is being channeled to assisting students in planning for higher education because of certain pressures of society which stress the need for a college education. Therefore, considerable pressure has been exerted to "guide" students into college preparatory courses with little consideration of the types of occupations for which the student is really suited. This has been further exemplified by the fact that while the number of students entering higher education has increased in the last decade, the per cent completing prescribed four year programs has not improved. As a result of many contacts throughout the State of Colorado and bordering states it has become apparent that many school counselors are not aware of the possibilities for vocational training under recent Federal Legislation. For example, a great portion of these counselors were not aware of the opportunities for expansion of existing vocational and technical training programs and the initiation of new ones under the Vocational Education Act of 1963. A great portion of school counselors admit the inadequacy of their own professional training for dealing with students in realistic occupational planning and training selection. They admit that much of their training dealing with occupational selection has emphasized the "guiding'

of students toward idealistic goals in vocations. As a result of all of these foregoing manifestations, it became evident that some type of training was greatly needed for school counselors which would greatly increase their effectiveness in working with youths in aspects of vocational planning and selection; and that school counselors could then provide leadership for concerted community action in meeting these needs of youth of their communities.

2. PURPOSE

The purpose of this training program was to achieve the following main objectives:

A. To develop in each trainee the ability to make practical applications of vocational counseling techniques in his local community; and

B. To inform these trainees of the existing possibilities and of the new areas of training offered by the Vocational Education Act of 1963, the Economic Opportunity Act, and the Revised Manpower Development and Training Act; and

C. To provide the trainees with a knowledge of the basic vocational philosophy and information they needed to provide more intelligent vocational counseling for individuals at various levels of educational attainment.

These main objectives were supported by the following specific objectives which were used as a basis for carrying out the details of the training program:

(1) To increase the basic skills of counselors in working with school age youth and adults in the four categories as defined in the Vocational Education Act of 1963; and

(2) To introduce or review new procedures in counseling, testing, interviewing, and follow-up techniques applicable to the vocational needs of youth and adults; and

(3) To increase the trainee's awareness and understanding of the world of work factors and the accompanying opportunities for training; and

(4) To increase the trainee's perception of the socio-economic and academic problems including the cultural influences which have contributed to the present vocational dilemma of many unemployed youths and adults; and

(5) To assist the trainee in identifying his responsibilities in cooperative efforts with local vocational education personnel and school administrators in the promotion of more effective vocational education programs; and

(6) To inform trainees of the current developments in program development in some communities which have vocational and technical training programs and how these were organized and are presently administered.

3. NEGOTIATIONS AND FUNDING

During the month of January, 1965 several discussion meetings were held by members of the professional staff from the Departments of Education and Vocational Education, Colorado State University. Much of the need factor for this type of training was established during this time. By the early part of February further discussions were held with the Executive Director, State Board for Vocational Education, State of Colorado about the need and feasibility of such a training program. By the end of February the overall proposal was drafted and submitted to the Executive Director for his preliminary review. This was followed by a meeting in which the final draft was made and was subsequently submitted to the U.S. Commissioner of Education during the early part of March. This proposal requested funds be provided under the Vocational Education Act of 1963, Section 4 (c).

In the early part of April, communications were received by the co-directors that the proposal was recommended for approval and funding. This was followed by a negotiation meeting between representatives of Colorado State University and the U.S. Office of Education at which time final agreement on the details of the contract were reached. Subsequently, Contract No. OE-5-85-093, dated June 1, 1965 was issued for a six months period specifying Federal Funds to the amount of $17,990 and local funds to the amount of $1,241.32. The total of these two were to be used for conducting the training program between June 21 and July 16, 1965. On November 2, 1965, a request was submitted by the Director of the Training Program to the Director, Adult and Vocational Research, Bureau of Research, U.S. Office of Education for an extension of the contract to January 31, 1966 in order that the evaluation phase of the plan of operation could be more effectively carried out. This extention was granted without any request for additional funds.

4. TRAINING PROGRAM PROCEDURES

A. Publicity

The Training Program was publicized in all secondary schools in Colorado and through the State Directors of Vocational Education in the states of New Mexico, Oklahoma, Kansas,

Nebraska. Due to the lateness of final approval of the proposal, the publicity to these surrounding states was made directly to these state directors only. These directors were asked to nominate several candidates who could meet the selection criteria and who would benefit the most from such training. (Publicity release, see Exhibit A, Appendix.)

B. Application and Selection

There were over 100 inquiries received from individuals interested in the training program. Application materials were sent to those who could meet most or all of the criteria for selection. There were 45 actual applications received which could be used for selection purposes. The selection was performed by a committee of six members including the four full-time instructional staff members; one representative from the Division of Guidance Services, State Department of Education of Colorado; one representative from the State Board for Vocational Education of Colorado. The selection was based upon the Criteria for Selection (see below) and other information required in the application materials. (See Appendix, Exhibits B & C.)

C. Criteria for Selection

The following criteria were used as a basis for selection:

(a) The applicant must hold a bachelor's degree and be able to qualify for a counselor certificate in his state of present employment.

(b) The applicant must presently be engaged (at least part-time) in counseling students in regard to vocational problems or shall provide evidence he will be engaged in vocational counseling for the coming school year, and that he shall have an assignment as counselor for at least one-half time for the coming school year.

(c) The applicant must show evidence that he will be engaged in guidance and counseling of students who will be enrolled in vocational education classes on the secondary, junior college, or adult education levels.

(d) The applicant must be accepted by the Graduate School of Colorado State University, although he need not enroll for a degree.

(e) Trainees will further be selected on the basis of their specific needs, desires, and interests as they relate to the objectives of this training program. (See Exhibit B, Appendix.)

(f) All applicants were considered, but preference was given to those from Colorado and bordering states who could meet the other selection criteria.

(g) Consistent with the provision of the grant and the philosophy of Colorado State University: In selecting individuals for attendance for this Program and in otherwise conducting the training program, this institution did not discriminate on account of sex, race, creed, color, or national origin of the applicant and trainee.

D. Content and Activities

The content of the Training program was divided into six areas as follows:

(a) Basic instruction in vocational philosophy and explanation of the laws relating to vocational education;

(b) Instruction and review of the basic philosophy and purposes of guidance, with emphasis on the unique nature of the individual and his total personality as it relates to vocational choices;

(c) Review and further instruction on new testing instruments and procedures in their use, particularly as these relate to vocational selection, and training.

(d) Review of techniques of counseling and their application to situations dealing with vocational exploration and selection.

(e) Review of the overall function of guidance activities as they apply to vocational selection, planning, and training.

(f) Counseling practicum and supporting visitation experiences to agencies where further application of counseling procedures were being used.

The procedures of the Training Program by weeks was as follows:

First Week - (held on the campus of Colorado State University) The mornings were spent in basic instruction on content area (a) followed by group discussions on topics set forth in general session.

The afternoons were spent in general sessions on area (b) and included small group discussions and by role-playing sessions of 10 trainees to a group; the role-playing sessions were taped and replayed for analysis of content and technique.

Second Week -- (held in the Opportunity School, Denver Public School system)

The first one hour each day was devoted to a presentation by a member of the staff of the State Board for Vocational Education including presentations on: Distributive Education; Homemaking; Vocational Agriculture; Trade and Technical; Office Occupations; Area Vocational Schools and vocational education structure.

The last part of each morning was spent on content areas (c) and (d & e) with total group discussions followed by small group discussions.

The early part of the afternoons was given to the resource persons who gave presentations on their area of community agencies; government agencies; and youth programs.

The latter part of each day was spent in practicum experiences in which interviews were held with youth and adults seeking vocational counseling assistance at the Denver Opportunity School.

Third Week - (continued in Denver at the Opportunity School)

The first hour each morning was spent in continuation of the presentations on vocational education programs which began during the first week.

The first community agency visitations began during the late morning which included visitations to community training programs; community agencies conducting youth training programs; business visitations and further presentations by community agency personnel including juvenile court; psychiatric consultant; Welfare; and MDTA and EOA.

The afternoons were spent in further counseling practicum activities and the beginning of the integrative seminars which were devoted to integrating information received to practicum experiences as they relate to the vocational needs of youth.

Fourth Week - (continued in Denver at the Opportunity School)

The early part of the mornings was spent in continuation of the presentations on vocational education programs which began during the first week.

The remaining time in the mornings was spent in some further visitations to businesses; State Employment Service and/or in counseling practicum activities.

The afternoons were spent in further integrative seminars and to individual project development for community action programs. (See Exhibit G, Appendix.)

Fourth Week (Con't) - The final day of the training program was spent in group reports, individual project reports, and final content and activity evaluation. (Details on the evaluation procedures are described in detail in Section I - Evaluation.)

E. College Credit

All thirty trainees were enrolled for graduate credit. Each trainee had the choice of two course areas for a total of 6 quarter credits. These were distributed as follows:

No. of Trainees		Credit (3) Received - Area
13	-	Ed 224 - Guidance Practicum
3	-	Ed 223 - Counseling Techniques
7	-	Ed 128 - Occupational Information
23	-	VE 103 - Philosophy of Vocational Education
14	-	VE 195 - Problems in Vocational Education

The trainees were evaluated for quality of work by the instructional staff on the basis of: initiative, performance, participation, and training program project.

F. Staff and Resource Personnel

There were three full-time instructional staff and one part-time (½). Two of these staff members served as co-directors. In addition to the instructional staff there were 28 resource persons used. Their involvement ranged from one-hour each to 10 hours each. The average time spent by these resource persons was about 3 hours each. (See Exhibit D, Appendix for list of resource persons.)

The instructional staff was composed of two regular staff members from Colorado State University, Donald L. Frick from the Department of Education and Gordon G. McMahon from the Vocational Education Department. These two members also served as co-director of the Training Program. Both have had extensive experience in teaching, vocational training, business and industry experience. The other two members, Vincent Keith and John J. Astuno are staff members of the Denver Public Schools and are assigned to duties in the Emily Griffith Opportunity School. Both of these have had extensive experience as public school teachers, counselors, and in vocational education programs.

G. Budget

The total budget for the Training Program as set forth in the Contract between the Office of Education and Colorado State University was $19,231.32; the Office of Education's contribution was

$17,990; and Colorado State University's contribution was $1,241.32. This total was made of the following amounts:

Salaries of staff and certain resource personnel, secretarial, and retirement	-	$5,336.24
Instructional supplies, materials, etc.	-	1,306.50
Tuition and fees	-	1,035.00
Staff and Trainee travel allowance and per diem allowance for trainees $12.00 for 20 days.	-	9,620.48
Total Direct Costs	-	$17,298.22
Indirect Costs	-	1,933.10
Total Costs	-	$19,231.32

H. Facilities

The first week of the Training Program was held on the campus of Colorado State University and a separate facility was provided. One of the residence halls was made available for the exclusive use for both living accommodations and meeting rooms. All of the participants except three lived in the residence hall (three were within close commuting distance) thus it gave the trainees opportunities to carry through on an informal basis much of the content of the first week's program. During the remaining three weeks, the Training Program was held at the Emily Griffith Opportunity School, Denver, Colorado where very adequate facilities were provided. One large conference room with work tables was reserved for the exclusive use of the program and this room was equipped with a sliding door which permitted it to be divided into two rooms for smaller group work. There were 8 interview rooms available for the counseling interviews, two of which could be used for observation purposes. In addition, there was an air-conditioned auditorium fully equipped for audio-visual presentations. Housing in Denver was provided through an arrangement with the YMCA where all trainees resided, with the exception of those who were within close commuting distance. The Opportunity School operates its own restaurant which was available to all trainees and staff.

I. Evaluation of the Training Program

Evaluation of the training program was carried out in a three-phase manner: (a) During the program a block of time was set aside each week (1 hour) for the trainees to meet by themselves and formulate suggestions, criticisms and general appraisal of the content and procedures of that week. This was followed by a staff-trainee committee (3 representatives of the trainee group) for joint review of the evaluation and final plans for the next week's program were then formulated. This kept the staff abreast

of the trainees reaction and allowed for certain flexibility in the program to meet the needs of the trainees. (b) On the final day of the training program a general overall evaluation was held by use of a detailed check sheet and subjective evaluation (See Exhibit E, Appendix). Following this was a general discussion on evaluation with suggested recommendations. (c) During the months of December and January (1966) 22 of the trainees were visited by either the Director or by a member of the Vocational Education Department of Colorado State University. The interviews were held at the trainee's employment setting and were conducted with the aid of a guide. The results of this follow-up evaluation are explained below.

A. Follow-up Findings

The follow-up phase (c) was completed during the month of January, 1966. The summary of this follow-up is presented on the basis of the visitations and interviews held with the trainees in their own school setting. The summary is based upon findings obtained with the interview guide (See Exhibit F, Appendix) and other general information reviewed during the interview.

Summary of Findings

Number of trainees interviewed - 22; average time spent in each interview - 45 minutes.

Consensus responses on items 1, 2, 3 of the interview guide:

(a) "Greater awareness of the world of work factors which I have been able to carry to our students."

(b) "The contacts which I had with youths and adults (practicum experience) made me aware of the causes of the economic and occupational dilemma of these people and the need for more emphasis and assistance to these type of persons during their public school attendance,-this could have prevented much of their present situation; what business and industry expects of schools in preparing students for the world of work; what some communities can do in a cooperative way in meeting the occupational selection and training needs of all youth."

(c) The major consensus which was reflected on item 3 by all trainees was relating to knowledge gained concerning the basic changes which have occurred in vocational education as a result of the Vocational Education Act of 1963, particularly the implications of this Act for new and expanded types of training which can be offered.

On items 4 and 5 of the interview guide there was a wider range of response concerning suggestions for future training programs and the degree of local action. Some of these are as follows:

Item 4: Six trainees indicated definite implementation action of organized vocational education classes or supportive classes. For example, one instituted a "world of work" class for ninth graders; another formulated plans for a "basic electricity" course sequence; one established a Distributive Education program, although this had been partly planned for previously, it was through the trainee's initiative that it was implemented this year; six others indicated a discussion of a plan for either expansion or revision of their present vocational education efforts, much of which would not be implemented until the next school year; one indicated some definite consideration for the establishment of an Area Vocational School or a junior college with a vocational education program. One of the other consensus responses from the 22 trainees interviewed was the need for more administrative understanding and support for further school and community action in vocational education.

Item 5: The trainees were unanimous in expressing that such training is needed by all counselors and that school administrators should be brought into such training programs; the need for more emphasis on the world of work factors is needed in counselor education programs; that more time could have been spent in the training program on planning for program action and development; and more time should be devoted to small group discussions with vocational education, business and industry and other resource personnel in the training program; more time could have been spent in the formal instruction on vocational education, world of work factors, etc., prior to the practicum experiences.

In addition to these 22 interviewed, three others volunteered by letter (it was not possible to visit these because of distance) some of the outcomes in their school situation. Two indicated that committee action was in progress for expanding present offerings; one presented newspaper reports of school board action for establishing a vocational education program.

5. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

A. Summary and Conclusions:

The overall plan for the training program was carried out with only minor deviations. The response to the value of the program was highly favorable by the trainees. The trainees were given training which fulfilled a need for becoming more effective counselors in meeting the vocational needs of students. The program was designed to provide some flexibility according to

the individual needs of the trainees by allowing them to integrate the program experiences into a plan of action for their local school community in meeting the vocational needs of students. The evaluation phase of the training program revealed that some program implementation was effected as a result of the training received. It became further evident that:

(1) These counselors became greatly aware of their lack of background knowledge and understanding of the world of work factors; vocational education philosophy; and the opportunities available to youths for vocational education and trai ning;

(2) These counselors also expressed unanimous concern for the lack of adequate vocational counseling emphasis afforded youths of their communities, and the lack of adequate vocational training programs in their communities to meet the needs of these youths;

(3) There was definite evidence to support the conclusion that communities that do become aware of the vocational education needs of their youths are able to find means of implementing programs to meet these needs;

(4) Counselors are, as a whole, very desirous of devoting more of their counseling efforts to assisting students in vocational development including values, realistic selection and planning in accordance with their own abilities, interests and goals.

B. Recommendations

On the basis of this training program, including some of the findings and conclusions, the following recommendations are given:

(a) That more Federal and State support be provided to schools in terms of training of counselors, administrators, as well as other staff members, in developing realistic vocational education programs on a community basis.

(b) That State and Federal agencies and personnel from high education work cooperatively in developing counselor education programs which prepare school counselors in being better informed in world of work factors and developing more skill in assisting students in overall vocational planning.

(c) That such training programs, as the one conducted, be expanded in number and scope to reach more counselors presently functioning in the school situation and that such programs be continued during the summer months with a partial financial subsidy to the trainees.

A P P E N D I X

SUMMER TRAINING PROGRAM FOR VOCATIONAL COUNSELORS

Thirty counselors will have the opportunity to take part in the first Vocational Training Program sponsored by the Colorado State Board for Vocational Education in cooperation with Colorado State University and the U.S. Office of Education during a four-week training session from June 21 through July 16, 1965. Education during a four-week training session from June 21 through July 16, 1965. Counselors will be chosen who are presently working in positions in which much of their efforts are devoted to counseling with individuals who need assistance in vocational planning, selection, training, and placement. The first week of training will be held on the campus of Colorado State University at Fort Collins, and the remaining weeks at the Emily Griffith Opportunity School in Denver.

Purpose

The purpose of this training program is to: (1) develop in each participant the ability to make practical applications of vocational counseling techniques in working with youth and adults in his community; (2) inform counselors of existing possibilities and of new areas of training offered under the Vocational Education Act of 1963, the Economics Opportunities Act, and the 1965 Manpower Development and Training Act; (3) provide counselors with a knowledge of the basic vocational philosophy and with the information needed to provide more effective vocational counseling for individuals at various levels of educational attainment; (4) devel op in counselors an understanding of the value and utilization of community, state, and national resources.

Objectives

The specific objectives of this training program are: (1) to increase the counselor's awareness, understandings, and skills in working with youth and adults in the world of work and the methods procedures, and opportunities available to such individuals under the various categories of the Vocational Education Act of 1963; (2) to increase the counselor's perception of the socio-economic, academic, and cultural influences; (3) to acquaint counselors with research findings dealing with special abilities and interests of students who have been successful in programs of technical education and to study some of these programs operating at the junior college or technical institute level in several states; (4) to assist counselors in identifying their responsibilities in coopera tive efforts with local vocational and administrative and communit personnel in the promotion of more effective vocational education programs.

Content and Instruction

Formal instruction will be given in the areas of: vocational philosophy and laws relating to vocational education; guidance practices and procedures; psychological testing relating to vocational counseling; counseling techniques and appraisal procedures for vocational planning, selection, and training. This instructio will be presented by staff members from Colorado State University and a number of specialists in the fields of vocational education, guidance and counseling, business and industry, and community agencies.

A large portion of the program will be devoted to actual counseling by the participants with youth and adults who are clients of various community agencies in Denver, and to orientation sessions in various business and industrial companies. The latter will include opportunities to interview employees of these companies.

A total of six graduate quarter credits may be attained for those desiring such credit and who meet entrance requirements to the Graduate School, Colorado State University. The participant will have some option on the course credit area he may receive.

Further information on the content and instruction may be obtained by contacting either Dr. G.G. McMahon, Department of Vocational Education, or Dr. D.L. Frick, Department of Education, both at Colorado State University, Fort Collins, Colorado.

Criteria for Selection - The main criteria for selecting participants are:

(1) The applicant must show a bachelor's degree and be able to qualify for counselor endorsement in his respective state.

(2) The applicant must show evidence that: he will have an assignment as a counselor of at least half-time for the next school year; that this assignment will include the counseling with students who will be enrolled in vocational education classes at the secondary, junior college, or adult level; be able to obtain verification of this assignment which will come as a part of the application material from the applicant's administrator.

(3) Participants desiring credit for this training program must be accepted by the Graduate School of Colorado State University, although they need not enroll for a degree.

How to Apply

Those interested in applying for this training program should complete the form below and return it in request for application materials. Applications will be considered in the order in which they are received.

- -

I have read the information concerning the Training Program for Vocational Counselors and I feel that I meet the Criteria for Selection. Please send me the necessary application materials.

Name_____

Street & No._____

City and State_____

I am presently employed by_____
(Name and Address of School or Inst.)

I presently hold the position of_____in the above.

Send this form to:
Dr. G.G. McMahon
Associate Professor
Dept.of Voc. Ed.
Colorado State Univ.
Fort Collins, Colo.

APPLICATION FOR ADMISSION

Training Program for Vocational Counselors
June 21 to July 16, 1965

Sponsored by the Colorado State Board for Vocational Education, Colorado State University, and the U. S. Office of Education.

Please print or type.

Name _____, _____ Bus. Phone _____
(Last) (First) (Initial) Home " _____
Area Code _____

Present Employer _____
(Name and address of school or institution)

I presently hold the position of _____ in the above.

I presently devote approximately ¼-time___; ½-time___; 3/4-time___; full-time___; none___.

(1) Indicate what portion of your time as counselor you devote to working with students in what might be classified as vocational counseling.

_____
_____
_____
_____

(2) Do you feel that your school community has socio-economic factors existing which present special problems for you as a counselor? If so, describe.

_____
_____
_____
_____
_____

(3) Briefly describe why you feel this training program will be of value to you as a counselor:

_____
_____
_____
_____

Date _____ Applicant's signature _____

Home address _____

_____

EXHIBIT B

EMPLOYMENT AND INSTITUTION VERIFICATION

To be completed by the applicant's administrator (Principal or Supervisor)

Please print or type.

The applicant has been employed by our school for _____ years. He holds professional certification _____. He(does) (does not) hold counselor certification. (specific type)

The proposed assignment for the applicant for the next school year (1965-66) includes assignment as a counselor for: ¼-time___; ½-time___; 3/4-time___; full-time___; none___.

If the applicant presently holds a position involving some counseling and guidance duties, how many years has he held this assignment? ____years.

What portion of the applicant's counseling time (if any) do you believe he is now devoting to students in vocational selection, planning, or placement? ¼-time____; ½-time____; 3/4-time____; full-time____; none____.

Does your school have an organized vocational education program which is available to all students in your school? Yes____; No____.

If your school or community has such program(s), indicate the number of students currently enrolled: secondary school____; adults____.

Please list the types of vocational education which are being offered for both youth and adults in your community.

_____

_____

_____

_____

_____

(1) Describe briefly what you feel is the need of your community for vocational education. (2) Do you feel that your community is aware of this need?

_____

_____

_____

_____

_____

I certify that the above facts and information are given as true to the best of my knowledge and judgment.

Name of Applicant: _____ Signed: _____ Date _____

Title: _____

Address:

_____

EXHIBIT C

Vocational Counseling Training Program

Resource Personnel

Summer 1965

Mr. Russell Britton - Director of Vocational and Adult Education, DPS
Mr. William Miller - Educational Specialist - JOC - 1360 Speer Blvd, Denver
Mr. Richard Vogel - Manager of Trades and Industries - Colorado Employment Office, Denver
Mr. Chet Crews - Metropolitan Director of MDTA - Colorado Employment Office, Denver
Mr. Richard Heberlien - Supervisor, Colorado Rehabilitation, EGOP
Mr. Bernard Valdez - Director of Welfare, Denver
Mr. Richard Douglas - Director of Juvenile Parole, State of Colorado
Mr. Kenneth Ashcraft - Director of Vocational Counseling and Guidance, State of Colorado
Mr. Edward Hunt - Director of Counseling and Guidance - Metropolitan Youth Center, Jefferson County
Mr. Ed Langfield - Personnel Manager - Wright McGill Manufacturing Co., Denver
Mr. Herrick Roth - Director of Colorado Labor Council, Denver
Mr. Al Blanche - Director of Goodwill Industries, Denver
Dr. David Kaplan - Director of Psychiatric Services - Colorado School of Medicine, Denver General Hospital
Mr. Bill Phillips - Director of Vocational Center, Lardon Hall
Mr. Joe Calabresse - Director of Lardon Hall, Denver
Mr. B. Claire - Personnel Manager - Coors Brewey, Golden, Colorado
Mr. Jake Valdez - Assistant to Governor (Economics Opportunity Act), Denver
Mr. W. B. Lamson - Principal - Opportunity School, Denver
Mr. John Lewis - Director of Colorado Apprenticeship Council, Denver
Mr. Collins - Training Director - May D & F, Denver
Mr. Masterson - Prof. Business Education - Colorado State University, Fort Collins

The following are members of the State of Colorado Vocational Education Department.

Mr. Al Bunger (Director)
Mr. Harold Bowlds (Trade and Industry)
Mr. M. G. Linson (Assistant Director)
Mr. Lloyd Lawson (JOC Education)
Miss Lucille Fee (Home Economics)
Mr. Paul Foster (JOC Agriculture)
Mr. John Waldeck (District Education)

EXHIBIT D

VOCATIONAL COUNSELING TRAINING PROGRAM

Student - Program Evaluation

(This is a copy of the trainee evaluation form which was used on the final day of the Training Program. Each trainee completed this form on an individual, anonymous basis. The (X) on each graphic scale indicates the calculated mean-median response on that item by the group; the number in parentheses on the other items represents either the "mean" response on that item or the actual number of trainees rating that item. On the "greatest" and "least" items are listed only those activities or presentations receiving the greatest number of responses.)

I would rate the OVERALL organizational pattern of the Training Program as being:

Poor, without pattern	Fair to good, with minor changes needed.	(X) Excellent, Systematic throughout.

I would rate the overall facilities for the Training Program as being:

Entirely inadequate	Fairly adequate	(X) Very adequate

INSTRUCTIONAL CONTENT AND PRESENTATION

1.(a) I would rate the formal presentations made on Vocational Education as to the approach (method of presentation) as being:

Very ineffective	Fairly effective	(X) Extremely effective.

(b) I would rate the content of the information presented on the total area of Vocational Education as to its value to me as a counselor:

Very little or no value.	Some value, but limited in a few respects.	(X) Great value, with many practical aspects.

(c) I would rate the presentations on an individual basis as follows: (use a "1" for those of greatest value; "2" of some value; "3" of little or no value: Voc. Philosophy(1.1); Voc. Agr.(2.0); Dist. Ed.(1.4); Homemaking(2.3); Trade & Ind.(1.6); Technical(1.6); Area Voc. School(1.4); Office Occup.(1.9). (rate all items)

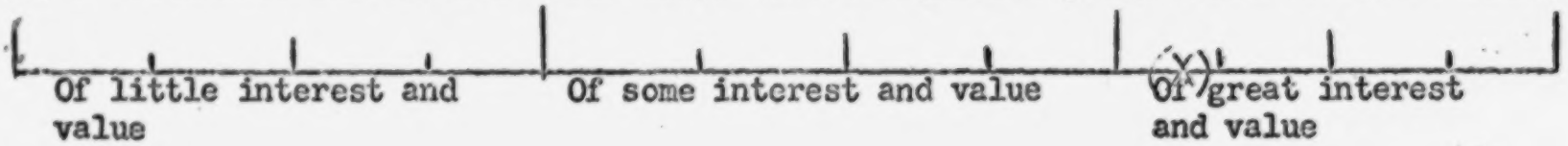
2.(a) I would rate the various community agency presentations (not including field trips) as to their value to me as a counselor:

Of little interest or value	Of some interest and some value	(X) Of great interest and value

The presentations of these agencies which were of greatest value to me were: (Ec. Opp. Act; Employ. Service; Rehab. Prog. MDTA)

Those of least value to me were (Lab. Union; Welfare)

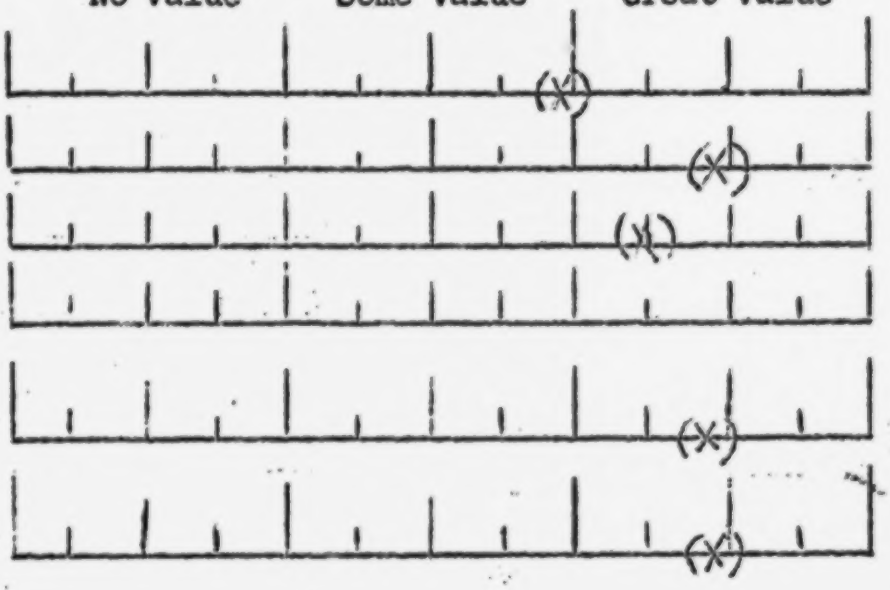
2.(b) I would rate the various field trips (those organized group visitations) as being:



Those visitations which were of greatest value to me as a counselor were (May - D & F; Goodwill; Coors Manuf.)

Those which were of least value to me as a counselor (Employ. Service)

(c) I would rate the other activities of the Training Program as to their value to me as a counselor:



TRAINING PROGRAM STUDENT MORALE

1.(a) I would rate the general morale of the Training Program student-group as follows: (rate each week period on the low-high scale)

WEEK	Low: Dissatisfaction or Disharmony	Fair: Some harmony and satisfaction	High: Excellent harmony & satisfaction
FIRST			
SECOND			
THIRD			
FOURTH			

(b) I would rate the opportunities for becoming acquainted with the other students in the Program as being:

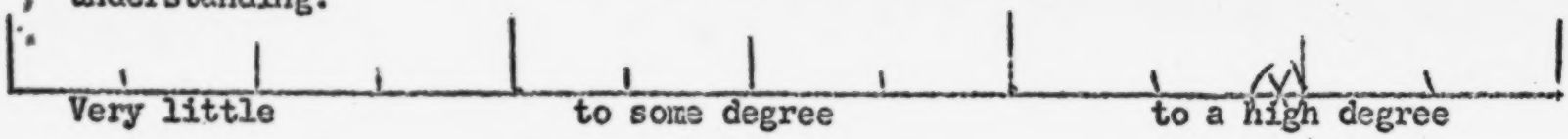
Limited: got acquainted with only a few

Reasonable: got acquainted with most of them.

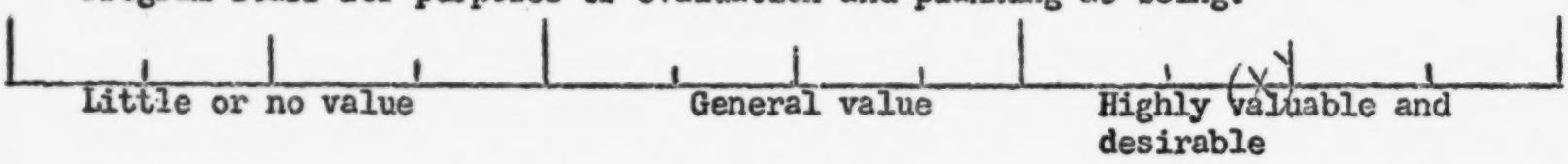
Excellent: got acquainted with almost all of them.

EXHIBIT E

1.(c) I feel the acquaintances I did make contributed to my professional growth and understanding:



(d) I would rate the use of the Committee of students meeting with the Training Program staff for purposes of evaluation and planning as being:



LIVING ACCOMMODATIONS

If you used the Dormitory of YMCA for living during the Training Program:

(a) I would rate the dormitory (Parmalee Hall) facilities which were provided for me as: inadequate (1) ; fairly adequate (2); very adequate (13).

(b) I would rate the facilities at the YMCA which were provided for me as being: Inadequate (1) ; fairly adequate (8) ; very adequate (2) .

Meals and Meal facilities: On the CSU campus (or in Fort Collins): Excellent (24) ; Good (2) ; Fair ____; Poor ____.

In Denver: Excellent (9) ; Good (6) ; Fair (1) ; Poor ____.

Living Costs: The cost of living for the total training program was: More than I had expected (5) ; About the amount I expected (18) ; Less than I had expected (3) .

SUMMARY EVALUATION

General comments, criticisms and suggestions I would have regarding the whole Training Program are: (include specific suggestions on: content; presentations; facilities; equipment; activities; morale; social; etc.)

(All the students (30) offered comments in this section. All comments were generally favorable indicating each had apparently derived something of value from the training program. Typical comments and suggestions were:)

"I feel it was of great value to me as a counselor"
"I received a much better understanding of vocational education and what it can do"
"The resource persons gave us much valuable information"
"Have more group discussions--particularly small group"
"Have more representatives from business and have them indicate what they expect of young employees"
"Could have spent more time on the CSU campus--use Opportunity school for just interviews"
"Have more student interviews"
"Have members from the State Ed. Dept. to give views on vocational education"
"Have more community agencies outside of Denver"

EXHIBIT E

TRAINING PROGRAM FOR VOCATIONAL COUNSELORS

Follow-Up

Interview Guide Questions

1. What are some of the major contributions the training program has made to you and your present position?

2. What particular phases of the training have been the most helpful to you and your job?

3. What new concepts of vocational education did you gain from this training program?

4. To what extent have you and your school been able to initiate or plan for some of the programs you formulated in your training program project?

   (a) What specific steps have already been taken?

   (b) What steps are planned for future action, but not yet been initiated?

5. What suggestions do you have for content, procedures, and activities for any future vocational counselor training programs which CSU might conduct?

EXHIBIT F